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ABSTRACT

The evaluation process and results of the 1989-1990 secondary school (grades 6 through 12) English language arts program of the Des Moines (Iowa) Independent Community School District are presented. This evaluation gathers, focuses, and communicates information that is useful for continuously monitoring the quality of the language arts program. The report covers context evaluation, input evaluation, process evaluation, product evaluation, and future plans. The language program evaluation encompasses English philosophy, reading and writing, state standards, enrollment, needs, goals, major developments over the past several years, textbook expenses and cycles, inservice staff development, analysis of test results, community survey statistics, grade distributions, student and teacher awards, and future plans. Summary evaluation results for the East High School and tabulated results from administration of standardized tests are appended. (TJH)

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LANGUAGE ARTS: ENGLISH SECONDARY

PROGRAM EVALUATION 1989-90

May 1, 1990

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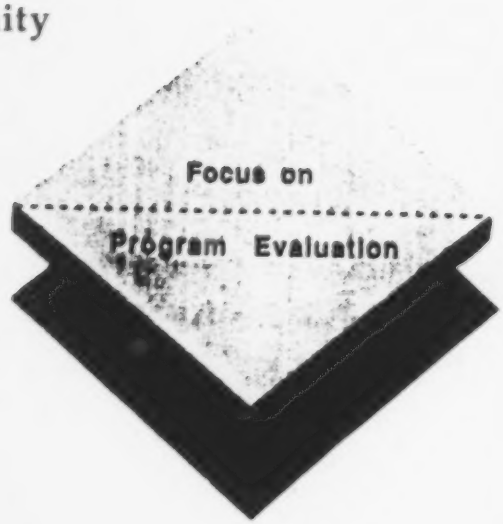
Des Moines Independent Community School District
Instructional Division
Des Moines, Iowa 50307



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Program Evaluation
Language Arts: Secondary English
Abstract
May 1, 1990

This evaluation gathers, focuses, and communicates that information most useful for continually monitoring the quality of the language arts program. The evaluation is divided into these six areas: (1) Introduction, (2) Context Evaluation, (3) Input Evaluation, (4) Process Evaluation, (5) Product Evaluation, and (6) Future Plans.

The human resource need is the quality teacher. The most critical need, the quintessential factor, in teaching for learning is the master teacher. The teacher, determining over 95% of what happens in the classroom, is the key to a quality, effective educational program. We must continue to hire, encourage, reward, rejuvenate, support, and enable quality teachers.

The one equipment need is additional computers. To function in the next century, students must know word processing. Using the writing process with word processing is the future.

The primary budget expense is $4,194,820 for the salaries and benefits of 114 middle school and high school English teachers.

Language arts instruction should enable all students to achieve maximum growth in reading, writing, communicating, and thinking. The task of teaching and learning support services is to enable teachers to teach so that students learn the arts of language. This can best be done by teaching, motivating, and supporting teachers. Specifically, support services should do the following:

- Help teachers develop philosophy, goals, objectives, and curriculum.
- Help teachers select textbooks and teaching materials.
- Challenge teachers with new methods and ideas.
- Encourage, support, and enable teachers to do their best.

Program Evaluation
Language Arts: Secondary English
Abstract
May 1, 1990

The District Objectives-Based Tests for grades 6, 7, 8, 9, and 10 all show increased scores over the past five years. Grades 9 and 10 show significant increases. These tests best measure the designed curriculum.

In the future, teachers will continue to be trained and encouraged to integrate the supporting skills into the main skills. Thus, correct pronoun antecedent agreement must not only be taught, but must also be related to correct speaking, writing, and thinking.

The high school curriculum will be revised during the 1990-91 school year. English teachers will implement computers more in the teaching of writing. Viewing will join listening, speaking, reading, and writing as one the arts of language.

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DISTRICT MISSION STATEMENT

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

LANGUAGE ARTS: ENGLISH PHILOSOPHY

Composition and literature, the major components of the language arts curriculum, provide opportunities for students to grow. When students value their own experiences as sources for oral and written communication, they grow in self-esteem. As students explore the values and experiences of others through the study of literature, they grow in self-understanding and an appreciation of others.

Growth in writing and reading literature is achieved when students are actively involved in these processes. The composition emphasis is on learning to write; the literature emphasis is on reading to learn and literature appreciation. The study of spelling, grammar, usage, and mechanics is enhanced when students have the opportunity to use and refine their skills and thought processes. In order for students to learn and to communicate purposefully, they need to perceive that language conventions and processes are integrated and that they are tools for lifetime learning.

The language arts curriculum is broadly organized by a sequence of objectives. District assessment (objectives-based, checkpoint, and ITBS tests) and teacher observation and evaluation provide baseline data to diagnose student need and organize instruction. Because language growth is developmental in nature, the role of the teacher is to organize the materials and facilitate students' success with the curriculum. The language arts curriculum is the vehicle through which teachers help students develop their communication potential.

Spring 1989

READING AND WRITING: A SUPERVISOR'S VIEW

READING AND WRITING: THE TWO Rs

Reading and writing, key indicators of the thought process and an integral part of that process, are critical in a student's education. Language itself is inextricably bound into the thought process. The words are the symbols of our thoughts. (Try thinking without language.)

So what?

The core of the language arts curriculum is reading and writing. The core is not spelling, not grammar, not usage, not mechanics, not parts of speech, not prefixes, and not interjections. The core is reading and writing.

Spelling, grammar, usage, mechanics, parts of speech, prefixes, and, yes, even interjections are important skills that support writing. But these important, supporting skills are not the core of the language arts curriculum. Students must, however, know the supporting skills in order to improve the main skill, writing.

Mechanics, for example, should be taught as a supporting skill of writing. The understanding of mechanics is certainly necessary for one of the final steps of the writing process. The importance of mechanics should be stressed as it relates to writing.

The language "arts" should not be taught in isolation. In reality, the understanding of how to use commas in direct address is of value only in writing. Correct subject-verb agreement is of value in both writing and speaking, but certainly not by itself.

Supporting skill units should be taught so students understand the conventions of writing. College English professors still expect freshmen to write correctly and still give Fs if papers contain more than one mechanical error per one hundred words. Businesses still expect students to write correctly. The final steps of the writing process stress correct writing. This correctness may have to be taught in units, supporting units. (The specific units [objectives] to be taught are designated in the recently revised revised grade-level objectives.)

All units should relate to and support reading and writing, should build a better understanding of our language, and should involve and improve thinking. Better communicating skills should be the end result.

All language and all the arts of language are interrelated. Both the beauty of the language and the power of the language emanate from this relationship.

The improvement of reading, writing, thinking, and communicating--this is the language arts curriculum.

CONTEXT EVALUATION

Governing Policies, Standards, and Regulations

STATE OF IOWA STANDARDS (October, 1988):

ENGLISH-LANGUAGE ARTS

12.5(4a) Junior high program, grades 7 and 8. English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including spelling; literature; creative dramatics; and reading.

12.5(5a) High school program, grades 9-12 (6 units). English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.

COMMENT:

Language learning and development are continuous, lifelong processes. Effective programs help students use language interactively for all of its functions, differing purposes, and varying audiences. When learning experiences focus on meaningful uses of language, children acquire a powerful tool for critical, logical, and creative thinking and language learning. This ability to effectively communicate and reason significantly affects each individual's educational, social, and vocational success.

Integration is essential to an effective English-language arts program. This process focuses on communication situations in speaking, visual and nonverbal expression, writing, listening, viewing, and reading. An effective integrated English-language arts program is language-oriented and student-centered. This approach beckons students to engage, to explore, and to discover the power and joy of language use.

DES MOINES PUBLIC SCHOOL DISTRICT REGULATIONS:

The Des Moines Public School District requires middle school students to take English in grades 6, 7, and 8.

In high school, the District requires students to earn three units of English credit in order to graduate. That credit is to be earned in English 9, English 10: Composition and Speech, and English 11.

PROGRAM OVERVIEW

Level	Weekly Time Allotment	Title/Description	Textbook(s)/Curriculum Materials
Grade 6	215 minutes 36 weeks	*English 6: Literature, grammar, usage, mechanics, and composition. The writing process is emphasized.	Smith, Language: Skills and Use, Scott, Foresman, 1980. Madsen, Beginnings in Literature, Scott Foresman, 1985. Bohen, Building Spelling Skills, Gold Level, McDougal Littell, 1985.
Grade 7	215 minutes 36 weeks	*English 7: Builds upon previously learned skills. Second course in sequence.	Cramer, Language: Structure and Use, Scott, Foresman, 1981. Sebesta, Ride the Silver Seas, Harcourt, Brace, 1982. Bohen, Building Spelling Skills, Red Level, McDougal Littell, 1985.
Grade 8	215 minutes 36 weeks	*English 8: Builds upon previously learned skills. Third course in sequence.	Cramer, Language: Structure and Use, Scott, Foresman, 1981. Sebesta, Another Earth, Another Sky, Harcourt, Brace, 1982. Bohen, Building Spelling Skills, Green Level, McDougal Littell, 1985.
Grade 8	240 minutes 36 weeks	Academy English 8: Central Academy G/T English. Advanced level literature and writing skills.	Littell, Building English Skills, Orange Level, McDougal, Littell, 1985.
Grade 9	240 minutes 36 weeks	Academy English 9: Central Academy G/T English. Advanced level literature and writing skills.	Littell, Building English Skills, Blue Level, McDougal, Littell, 1985.

PROGRAM OVERVIEW

Level	Weekly Time Allotment	Title/Description	Textbook(s)/Curriculum Materials
Grade 9	275 minutes 36 weeks	*English 9: Reinforces and extends earlier learned skills in grammar, usage, mechanics, and composition. Literary genres studied.	Winterowd, English Writing and Language Skills, Third Course, Harcourt Brace Jovanovich, 1983. Irmscher, Language and Writing 9, Holt, 1983. Kearns, Understanding Literature, MacMillan, 1984. Smith, Journeys, Cascade, Harcourt, Brace, Jovanovich, 1982.
Grade 10	275 minutes 36 weeks	*English 10: One semester of basic speech skills and one semester of language and composition skills.	Winterowd, English Writing Skills, Fourth Course, Harcourt Brace Jovanovich, 1983. McKenzk, Grammar and Composition, Level 4, Scholastic, 1984. O'Connor, Speech, Exploring Communication, Prentice Hall, 1984.
Grade 10	240 minutes 36 weeks	Academy English 10: Central Academy G/T English. Emphasizes American literature, ideas, analysis, critical thinking, and composition through the writing process.	Hollenbeck, Literature, Yellow Level, McDougal, Littell 1984. Winterowd, English Writing and Language Skills, Fifth Course, Harcourt Harcourt Brace Jovanovich, 1983.
Grade 11	275 minutes 36 weeks	*English 11: Emphasizes composition and American literature.	Winterowd, English Writing and Language Skills, Fifth Course, Harcourt Brace Jovanovich, 1983. Brown, English Grammar and Composition, Fifth Course, Houghton Mifflin, 1984. Hollenbeck, Literature, Yellow Level, McDougal, Littell, 1984. Smith, Journeys, Emblem, Harcourt Brace Jovanovich, 1982.

PROGRAM OVERVIEW

Level	Weekly Time Allotment	Title/Description	Textbook(s)/Curriculum Materials
Grade 11	240 minutes 36 weeks	AP English: Language and Composition: Emphasizes the analysis of language theories, composition models, and effective writing principles; the student will practice various effective writing styles in order to develop an individual style.	Guth, Essay 2: Reading with the Writer's Eye, Second Edition, Wadsworth, 1987. Winterowd, English: Writing and Skills, Complete Course, Holt, Rinehart and Winston, 1988.
Grade 12	275 minutes 36 weeks	Senior English: A survey of British and Western literature, and college practice in composition. Writing as a process is stressed.	Ackley, Macmillan English 12, Macmillan, 1986. Carlsen, British and Western Literature, A Thematic Approach, McGraw-Hill, 1985.
Grade 12	275 minutes 36 weeks	AP English: Literature and Composition: Stresses college-level reading of classics and writing on those readings.	McCrimmon, Writing with a Purpose, Houghton Mifflin, 1984. Kearns, English and Western Literature, Macmillan, 1984.

*Required Course

ENROLLMENTS
FALL 1989

English 6-12

English 6	2,247
English 7	2,077
English 8	2,068
English 9	2,189
English 10: Composition and Speech	1,918
English 11	1,765
Creative Writing	18
*Senior English	566
*AP English	361

Central Academy

English 8	72
English 9	66
English 10	36
AP English: Language and Composition	21
AP English: Literature and Composition	24

	East	Hoover	Lincoln	North	Roosevelt	City
*Senior English	137	113	152	42	122	566
*AP English	79	35	84	21	117	361
Total	216	148	236	63	239	927
Percent of Seniors	50	64	47	35	77	51

NEEDS

1. English teachers need access to computers for students to learn word processing and to practice the writing process in order meet the goals of the district and to prepare students for the future.

2. English teachers need to encourage students to read and to allow them time to read in class. Developmental reading classes are needed for those middle school and high school students who show pronounced reading deficiencies. Reading is the primary skill. We must produce literate students.

3. English teachers need to emphasize composition. Students need to be encouraged to write and taught how to write better. The skills of writing can be taught and learned.

4. English teachers need to teach and emphasize how all of the language arts are interrelated, thus, giving purpose, meaning, and logic to the study of language. This can best be achieved through direct teaching.

GOALS

The purpose of language arts is to provide a rich language environment in which students use language confidently, independently, creatively, and purposefully for both personal and practical functions. Specifically, a language arts class should help students do the following:

1. use language for such communicative functions as imagining, feeling, controlling, informing, and ritualizing.

2. think creatively, logically, and critically.

3. develop the ability to use the interactive processes of composing and comprehending in varying modes (oral, written, and visual/nonverbal) and with various audiences.

4. vary language according to purpose, situation, and audience.

5. develop awareness of the fiexibility of language and an appreciation for language as it functions in each individual's life.

6. extend personal and cultural awareness of self and others.

7. develop the ability to use nonsexist language that reflects respect for diverse individuals and groups.

8. experience pleasure in literature that will foster habits of lifelong reading.

9. find satisfaction in the use of oral and written language.

* Specific language arts, grade level, strand objectives are available from the language arts supervisor.

MAJOR DEVELOPMENTS

1985-86

1. Curriculum objectives were written for these courses:
   Advanced Placement: Literature and Composition

2. New texts were studied and approved for these courses:

   Advanced Placement: Literature and Composition
   Language Arts-English 6: Literature
   Senior English 12

3. Thinking skills were identified in the "English-Language Arts K-12 Objectives."

1986-87

1. Curriculum objectives were written for these courses:

   Intensive English
   Speech 10

2. New texts were studied and approved for these courses:

   Intensive English
   Language Arts-English 6, 7, 8: Spelling
   Reading/Writing Lab 6-10

3. New dictionaries were studied and approved for grades 6-12.

4. The Composition Checkpoint Tests and Score Sheets for grades 5, 8, and 11 were finalized.

5. The writing component of the Des Moines Plan was planned, developed, and finalized.

MAJOR DEVELOPMENTS

1987-88

1. Composition continued to be emphasized through the Composition Checkpoint Tests, the writing process, and the Des Moines Plan.

2. The Composition Checkpoint Tests for grades 5, 8, and 11 were in place and functioning.

3. A tenth grade curriculum committee was still functioning. A tenth grade language curriculum was revised and plans were made to rewrite the 10th grade objectives-based test.

4. The Des Moines Plan implementation dominated the beginning of the year. The Reading/Writing Lab curriculum and materials were both in place.

5. Two language arts committees, a K-5 and a 6-8, began to integrate the K-12 language arts objectives.

1988-89

1. The English 7 and English 10 objectives-based tests were rewritten and piloted.

2. Curriculum objectives were revised for these courses:

   Language Arts-English 6-8.

1989-90

1. New texts were studied and approved for these courses:

   English 6-8 (language)
   English 7-8 (literature)

2. Thesauri were studied and approved for purchase.

INPUT EVALUATION

Budget and Sources of Revenue

Language arts teachers are paid from the General Fund. The Textbook Budget and the Staff Development Budget also help support language arts.

Human Resource Expenditures 1989-90

Middle School:	
51 English Teachers	
Salaries:	$1,460,510
Average Salary:	$ 28,637
High School:	
63 English Teachers	
Salaries:	$1,868,712
Average Salary:	$ 29,662
Secondary English Total:	
114 English Teachers	
Salaries:	$3,329,222
Benefits (26%)	865,598
	$4,194,820

Middle School Students	6,392
High School (9-11)	5,872
Grade 12 English	927
English Students Total (6-12)	13,191

Cost per Student $318.01

Central Office Administration

Supervisor	$46,247
Consultant .5	16,300
Secretary .5	6,676
Totals:	$69,223

Textbook Expense

Course	Book Title	Copyright	Cost	Purchase Year
English 6	Language Skills and Use	1980	$24,289	1983
	Beginnings in Literature	1985	14,696	1986
	Building Spelling Skills	1985	24,018	1987
English 7	Language Structure and Use	1981	24,854	1983
	Ride the Silver Seas	1982	10,819	1983
	Building Spelling Skills	1985	24,150	1987
English 8	Language Structure and Use	1981	28,388	1983
	Another Earth, Another Sky	1982	11,749	1983
	Building Spelling Skills	1985	23,463	1987
English 8 Academy	Building English Skills	1985	296	1985
English 9	English Writing and Language Skills	1983	18,490	1985
	English: Language and Writing 9	1983	14,029	1985
	Journeys: Cascade	1982	16,527	1985
	Understanding Literature	1984	25,564	1985
English 9 Academy	Building English Skills	1985	693	1986
English 10	English Writing and Language Skills	1983	11,151	1985
	Grammar and Composition	1983	9,608	1985
	Speech: Exploring Communication	1984	24,364	1985
English 11	Journeys: Emblem	1982	15,766	1985
	English Writing and Language Skills	1983	18,728	1985
	English Grammar and Composition	1984	15,111	1985
	Literature	1984	29,043	1985

Textbook Expense

Course	Book Title	Copyright	Cost	Purchase Year
English 11 AP	Essay 2: Reading with the Writer's Eye	1987	$332	1989
	English: Writing and Skills	1988	477	1989
English 12	Macmillan English 12	1986	11,321	1986
	British and Western Literature	1985	14,968	1986
English 12 AP	English and Western Literature	1984	10,010	1986
	Writing with a Purpose	1984	7,294	1986

Textbook Cycle

	Current Use Cycle	Future Use Cycle	Committee Begins Fall of –
Des Moines Plan 6-10	1987-1994	1994-2001	1992
Intensive English	1988-1995	1995-2001	1993
Dictionaries 6-12	1987-1994	1994-2001	1992
Drama	1986-1993	1993-2000	1991
Forensics	1986-1993	1993-2000	1991
Journalism	1986-1993	1993-2000	1991
Language Arts 6-8			
Comp/Gr.	1983-1990	1990-1997	1995
Literature	1983-1990	1990-1997	1995
Spelling	1987-1994	1994-2001	1992
Language Arts 8 (Acad.)	1985-1992	1992-1999	1990
Language Arts 9 (Acad.)	1986-1993	1993-2000	1991
Language Arts 9-12			
9	1985-1992	1992-1999	1990
10 (Comp/Speech)	1985-1992	1992-1999	1990
11	1985-1992	1992-1999	1990
12 (SR & AP)	1986-1992	1992-1999	1990
Media 8	1990-1997 (1988)	1997-2004	1995
Thesaurus	1990-1997 (1988)	1997-2004	1995

Revised 8/17/89

Process Evaluation

Goals and Objectives

District Goals:

One 1989-90 District Goal specifically refers to language arts:

4.2 Provide staff development and resources for expansion of the use of technology in teaching written expression.

Building Objectives:

Three secondary schools named language arts specifically in their 1989-90 objectives:

> Goodrell will pilot the sixth and seventh grade language arts curriculum to incorporate reading, writing, literature, spelling, and grammar in two-hour blocks for the 1989-90 school year. This will be documented by a written program placed on file in the principal's office by October 1, 1989.
>
> The principal of Hoover High School, with the assistance of building specialists, will develop a comprehensive plan to increase student achievement by a minimum of five percentage points on the total score of the 1989-90 objectives- based tests in mathematics, science, English and social studies, as compared to the 1988-89 scores. The results will be on file in the principal's office when supplied by the Evaluation Department.
>
> The Lincoln staff, across the disciplines, will emphasize the areas of communication skills (purposeful listening, speaking, reading, and writing activities), resulting in a two percent increase in those composite scores on the District Objectives-Based Tests by June 1990.

Responsibility Statement

Title: **Supervisor, Language Arts, 1989-90**

Responsibility Statement: The responsibility of the Language Arts Supervisor is to provide leadership, support, guidance, and encouragement for all elements of language arts so that both teaching and learning proceed as effectively and efficiently as possible.

The organizational tasks to be performed by the Language Arts Supervisor include planning, implementing, and evaluating language arts programs. Two other tasks are working with Personnel to hire the best staff possible and interacting with various interested individuals--teachers, building administrators, concerned parents, and community members.

The Language Arts Supervisor reports to the Assistant Superintendent for Instruction and the Executive Director of Secondary Education. He supervises directly the secondary Language Arts Consultant and indirectly all secondary language arts teachers.

1989-90 Objectives

Weight		
50%	1.	Meet the organizational expectations of the Instructional Division by – a. being visible and accessible to building and Central Office staff. b. focusing direction in the area of language arts. c. being involved in day-to-day experiences.
20%	2.	Support the missions and objectives of the secondary schools.
20%	3.	Coordinate and direct the curriculum revision and textbook selection for English 6, 7, and 8; Spanish I; and French II.
10%	4.	Continue development of an integrated K-12 language arts program.
100%		

IN-SERVICE AND STAFF DEVELOPMENT SESSIONS

1985-86

Senior English: Textbook Selection and Curriculum Work
Evaluating Writing
Computers and English

1986-87

The Master Teacher
Checkpoint Testing Overview
The Des Moines Plan

1987-88

The High Five of Fiction
Writing from Literature
Language Arts Idea Exchange
The Iowa Writing Project-Level I
Secondary Writing Workshop: Writing from Observation and Experience

1988-89

The Gravitas Factor
How to Teach Shakespeare's Macbeth
The Writing Process
Computer-Assisted Composition Revision
The Iowa Writing Project-Level I
The Iowa Writing Project-Level II

1989-90

P. T. Barnum, Prairie Meadows, and Whole Language
Language and Literature Texts: A Preview
The Reading/Writing Classroom

PROFESSIONAL MEETINGS ATTENDED BY STAFF

Conference	Number of Teachers Attending	Place
Advanced Placement	4	Drake
Iowa Association of Alternative Schools Conference	4	Burlington
Iowa Writing Project	4	Marriott
Young Writers' Conference	4	Drake
Middle School Educators	3	Minneapolis
Collaborative Education	2	Heartland
At-Risk Students	1	Cedar Rapids
Festivals of Books	1	Iowa City
Governor's Conference about Drug Prevention and Awareness	1	Convention Ctr.
Iowa Communication Association Fall Conference	1	Cedar Rapids
Iowa Council of Teachers of English	1	Marriott
Iowa High School Speech Association Spring Conference	1	Anita
Iowa High School Speech Association Fall Conference	1	Des Moines
Language Arts Conference	1	Drake
National Council of Teachers of English Spring Conference	1	Colorado Springs
National Association of Black School Educators	1	Portland
Support Group Facilitation	1	Drake
Women and Minorities	1	Des Moines

PRODUCT EVALUATION

ANALYSIS OF TEST RESULTS

Standardized Tests

The results of the Iowa Tests of Basic Skills, given in grades 6 and 7, and the Iowa Tests of Educational Development, given in Grade 10, during the past five years show these statistical facts:

1. In Grade 6, the "Total Language" score has declined one percentile point.
2. In Grade 7, the "Total Language" score has increased fifteen percentile points.
3. The cohort sequence of grades 6 thru 7 show these facts: from 1985-86 to 1986-87, an increase of a nine percentile points; from 1986-87 to 1987-88, no change; from 1987-88 to 1988-89, an increase of five percentile points; and from 1988-89 to 1989-90, an increase of fourteen percentile points.
4. In Grade 10, the overall " Reading Total" has declined seven percentile points. "Correctness of Expression" has increased six percentile points.

District Objectives-Based Tests

1. The Grade 6 Test shows an increase from 63 to 66 percent correct over the past five years. (This test will be rewritten this summer.)
2. The Grade 7 Test shows an increase from 58 to 59 percent correct from 1983-84 to 1987-88. (The new English 7 Test was piloted in May 1989.)
3. The Grade 8 Test shows an increase from 67 to 69 percent correct over the past five years. (This test will also be rewritten this summer.)
4. The Grade 9 Test shows as increase from 53 to 72 percent correct over the past five years.
5. The Grade 10 Test shows an increase from 62 to 67 percent correct over the past five years. (A new pilot version of this test was given in January 1990.)

PRODUCT EVALUATION

ANALYSIS OF TEST RESULTS

Composition Checkpoint Tests

1. The Grade 8 Test shows a decline from 67 to 64 percent possible from 1988 to 1989.
2. The Grade 11 Test shows a decline from 96 to 92 percent possible from 1987 to 1988, and an increase from 92 to 94 percent possible from 1988 to 1989.
3. Written composition is the hardest skill to measure objectively.
4. These tests focus attention and emphasis on composition.
5. The test topic choices are annually examined and frequently revised.

(See Appendix B for complete test results.)

PRODUCT EVALUATION

COMMUNITY SURVEY

The third community survey was conducted by the District in April 1988 to determine how the community perceived the school district.

Here is a summary of those results that pertain to language arts.

1. Of those responding, 83% favored more emphasis on reading.
2. Of those responding, 82% favored more emphasis on writing skills and grammar.

Supervisor's Observations

1. During the 1988-89 school year, the language arts supervisor made 194 visits to the middle and high schools.

2. During this 1989-90 school year, the language arts supervisor has made 124 visits to the middle and high schools.

3. Excellent direct teaching is frequently observed.

4. A class of orderly, motivated students being guided in their language growth by a quality teacher focusing on teaching for learning is the most frequent observation.

5. Various teaching styles and methods permeate the language arts classroom. Ten master teachers will have ten different teaching styles.

6. The quality teacher is irreplaceable.

NORTH CENTRAL ASSOCIATION (NCA) SUMMARY

EAST HIGH SCHOOL

The North Central Association conducted an evaluation of East High School during the 1989 fall semester. (See Appendix A for the complete English program report.)

East was commended for the writing of course guides; the creating of a student writing magazine; and the teaching of English with imagination, innovation, and integration.

The NCA made these recommendations for East:

1. Develop department goals for curriculum with an even stronger emphasis on integrating grammar and usage with speaking and writing.
2. Develop a closer working relationship with the counseling staff.
3. Use teaching methods that involve more student involvement and seek in-service training in order to move in this direction.

Outcomes from Objectives

1. District Goal

District goal 4.2 is this: Provide staff development and resources for expansion of the use of technology in teaching written expression.

Computer labs were added this year to East, Lincoln, Callanan, Goodrell, Harding, and McCombs. The Business Department uses these computers to teach computer literacy and word processing. English teachers use the labs to implement the writing process.

Staff Development classes on word processing were taken by twenty-two English teachers.

The following objectives have been added to the "English-Language Arts K-12 Curriculum":
The student ....

- uses the computer as a tool to learn about the process approach to composition.
- uses computer word processing in all steps of the writing process.
- uses spell checkers in word processing to interact with convention and meaning.
- uses style checkers in word processing to analyze features of writing.
- responds to peers' writing or receives response from peers via word processing files.
- communicates via computer networks or telecommunication systems.
- combines text with graphics using computer desktop publishing.
- expands audience beyond the teacher utilizing a variety of computer communication systems.

Outcomes from Objectives (Continued)

2. Building Objectives

   - Goodrell is piloting a two-hour block English-reading class incorporating reading, writing, literature, spelling, and grammar.
   - The objectives of Hoover and Lincoln will be measured by the objectives-based test in May, 1990.

Adherence to Standards and Regulations

The Language Arts-English courses and curriculum meet all standards and regulations. The State of Iowa, for example, mandates that six units of language arts be offered at the high school level. The Des Moines high schools offer seventeen.

HIGH SCHOOL GRADE DISTRIBUTION
Fall Semester 1989
(By Percent)

English 9:	A	B	C	D	F
East	13	22	26	25	13
Hoover	12	23	21	24	19
Lincoln	15	29	37	14	5
North	11	21	41	18	6
Roosevelt	32	23	16	18	12

English 10 Comp:	A	B	C	D	F
East	12	25	33	24	7
Hoover	8	26	30	25	11
Lincoln	6	16	34	25	19
North	21	28	12	24	15
Roosevelt	17	35	29	16	4

English 10 Speech:	A	B	C	D	F
East	14	27	32	14	14
Hoover	12	22	38	13	13
Lincoln	25	23	29	16	4
North	8	24	48	17	10
Roosevelt	31	24	18	10	15

English 11:	A	B	C	D	F
East	8	18	33	32	9
Hoover	23	36	30	10	1
Lincoln	16	24	30	16	14
North	13	21	21	17	17
Roosevelt	26	31	31	12	4

Creative Writing:	A	B	C	D	F
East	50	33	5	5	5

HIGH SCHOOL GRADE DISTRIBUTION
Fall Semester 1989
(By Percent)

Senior English:	A	B	C	D	F
East	6	36	37	16	3
Hoover	9	25	35	27	2
Lincoln	28	34	20	11	4
North	4	11	35	28	4
Roosevelt	31	46	12	7	0

Advanced Placement English:	A	B	C	D	F
East	24	58	15	0	0
Hoover	36	39	21	3	0
Lincoln	21	53	19	4	0
North	38	28	14	19	0
Roosevelt	54	33	7	3	0

AWARDS

STUDENT AWARDS

Drake Writers' Workshop: Over fifty high school students attended and will have their writing published in an anthology.

Maya Carnahan, Hoover, won first place for her essay, "The Cost of Hunger to Our Society." She read the essay at Senator's Harkin's Senate Subcommittee Hearing on Hunger in America. She has also been accepted to have her paper discussed at UNIs annual Iowa Student as Critic Essay Competition and Conference.

Melinda Johnson, Lincoln, won first place ($1,000) in the Des Moines Women's Club Annual Literature Scholarship Writing Contest.

Tammy Copeland, Lincoln-Central Academy, has been selected to have one of her poems, "What Is Done," published in Iowa Women.

Ted McCoy, East-Central Academy, has recerived the Howard Bowen Scholarship from Grinnell College.

Paul Custer, North, received the Writer's Scholarship from Knox College.

Tara Matthews, North, was the winner at the Pella Young Writer's Conference.

These students were winners in the "Take Pride in Des Moines Contest":

Eric Axness, North	First Place	Poetry
Rick Rockhold, North	Second Place	Poetry
Paul Hyunk, East-Central Academy	Second Place	Poetry
Theresa Fontana, North	Third Place	Poetry
Luke Landis, Hoover	Third Place	Essay
Carrie Jorgensen, McCombs-Central Academy	Third Place	Essay (Middle Division)
Heather Sieberns, Weeks-Central Academy	Third Place	Poetry (Middle Division)

AWARDS

STUDENT AWARDS

These students were winners in the Martin Luther King Essay Contest:

Shana Worthen, Roosevelt-Central Academy	First Place	Poetry
Keisha Hunter, Roosevelt-Central Academy	First Place	Poetry
Sarah Crawford, Hoover	First Place	Essay
Kelli King, East-Central Academy	Second Place	Essay
Sonie Heathman, Hoover	Third Place	Poetry
Matt Syverson, Hoover	Third Place	Essay
Alice Tyrell, Meredith-Central Academy	Third Place	Essay (Middle Division)
Sara Hersh, Meredith-Central Academy	Third Place	Poetry (Middle Division)

These students were winners in the Brotherhood/Sisterhood Essay Contest:

Adam Albright, Hoover	First Place
Joe Rumley, Hoover	Third Place
Amy Beenken, Weeks	Third Place (Junior Division)

These students were winners in the Understanding the Human Family Essay Contest:

Jon Harris,	Meredith	First Place
Kiersten Pauling,	Lincoln-Central Academy	Second Place (Senior Division)
Erin McConeghey,	Meredith	Second Place
Yusef Smith,	Meredith	Third Place
Sonie Heathman,	Hoover	Third Place (Senior Division)

TEACHER AWARDS

Lisa Desing, Lincoln, is a finalist in the National Council of Teachers of English Centers of Excellence for Students at Risk.

PLANS FOR THE FUTURE

1. Composition will continue to be emphasized through the Composition Checkpoint Tests, the writing process, and computer word processing.

2. The English 6 and 8 objectives-based tests will be rewritten during the 1990 summer.

3. During the 1990-91 school year, an English 9-12 Curriculum and Textbook Study Committee will be formed to refine the curriculum and examine textbooks for high school English.

4. As computer labs are added to the secondary school, English teachers will be encouraged to use the labs to teach word processing and the writing process to their students.

5. If a seven-period day is adopted for high schools, a recommendation will be made to increase the tenth grade English requirement to one full year in place of the current one semester.

6. High school English teachers must plan to help students develop portfolios.

OBSERVATIONS ON THE FUTURE

1. The most critical of all language arts skills is thinking. Language is thinking. Reading is thinking. The best reading is thinking and visualizing. Writing depends on thinking. Language is symbolized thought. This must continue to be stressed.

2. The newly revised Grade 10 English Curriculum should give a sharper focus to the teachers.

3. The thesaurus adoption will help to emphasize vocabulary development.

4. The middle school language book (grades 6, 7, and 8) adoption should help in these areas:
   - The text lends itself to teaching the district objectives at all three grade levels.
   - The text emphasizes the writing process, organizational skills, and critical thinking (applying, analyzing, classifying, synthesizing, and evaluating).
   - Grammar is integrated as it relates to communication.
   - The organization of the text and the presentation of material is clear, logical, and sequential.

5. The middle school literature book adoption (grades 7 and 8) will help support the main foundation of the English curriculum--reading and writing.

6. The newly revised middle school English curriculum and objectives will sharpen the focus and increase the emphasis on skill mastery.

7. Both reading and writing will continue to receive emphasis. From the years of study and research, one fact emerges--to increase writing skills, emphasize reading and writing. A non-reader will continue to be a non-writer.

8. English teachers must realize that computer and videodiscs are teaching tools of the future. The current generation may well be the last to use textbooks as educational tools.

9. Viewing has joined listening, speaking, reading, and writing as one of the language arts. As the technology revolution warps us into the future, viewing will become increasingly critical.

10. The future demands that language arts skills be well taught. Therefore, we must hire exemplary English teachers. The teacher will continue to be the key to excellence in English.

APPENDIX A

North Central Association Evaluation
East High School
Fall 1989

ENGLISH

The English program consists of a traditional cross section of language arts courses. In addition, courses designed for remediation in reading and composition have been implemented as well as a full range of required courses for the "School Within a School."

Several major goals provide impetus for the English curriculum.The major goals emphasize the expectation that students will develop competent skills in written and oral expression, critical and creative thinking skills, comprehension, analysis, and evaluation of various genres of important world literature. East High School students are expected to receive the training, nurturing, and guidance to prepare them for an ever-changing, technologically oriented world. Reflected in these expectations are the day-to-day activities of the English staff designed to provide motivation and stimulation to a diverse population and climate of the East High community.

Since the previous NCA evaluation (1982), three significant changes have received emphasis but were implemented only to a limited degree. Development of horizontal and vertical articulation of instruction in the program has received attention; however, major work must continue in order to achieve that goal. Several course descriptions and guidelines were written and placed in a school course catalog, but changes in the program since then have rendered some of these descriptions obsolete.

Communication between the English Department and guidance staff was initiated but seems incomplete as seen in the large number of annual student course changes stemming from a lack of understanding of course requirements, objectives, goals, and levels. Work on these efforts should continue as well as implementation of the recommendations of the current NCA committee.

Commendations

1. The English Department has responded to several recommendations in the previous NCA report. A job description for the department chairperson now exists; initial steps have been taken to write course guides; the School Within a School (SWS) program has been established to meet the needs of high-risk 9th and 10th graders; and the Des Moines Plan writing laboratory provides remedial help to students with writing deficiencies.

2. Every student receives fundamental speech training in a one-semester course required during the sophomore year.

3. A unique publications program, Communications Media, provides basic instruction in photography, journalism, and printing during the freshman and sophomore years and then offers students the opportunity to specialize in one or more of these areas during the junior and senior years. This hands-on program is responsible for the publication of The Scroll (the school newspaper), The Quill, (yearbook), and the school newsletter.

4. Drama is a strong component of the program as evidenced by large enrollments in a variety of courses and the number of students involved in several productions throughout the year.

5. The debate program, which had languished in recent years, now appears on the verge of a renaissance. Under the guidance of its second-year director, the team has won recent contests and promises to become a proud feature of the department.

6. The committee is pleased to note that a student creative writing/fine arts magazine, The Portal, will be published this year. This groundbreaking initiative can light the way for even more student publishing opportunities.

Commendations (Contd.)

7. The English department has a nucleus of imaginative, innovative teachers who have implemented a variety of stimulating, student-oriented learning activities based on a whole-language approach. Their efforts can serve as a model for future course revisions.

Limitations and Recommendations

1. The present district plan has not systematically developed and monitored curriculum in the department. In light of this fact, it is recommended that the department chairperson be made responsible for these developments and be given released time to ensure that this will happen. It is further recommended that the department develop language arts goals governing curriculum and materials selection. It is also recommended that instructors teaching the same courses meet to develop horizontal articulation of instruction. Finally, it is recommended that the department investigate innovative ways to use computer technology to assist instruction.

2. English classes currently carry a heavy responsibility to teach students skills that will affect their success in all areas of the curriculum and in the world of work. Instructors cannot afford to lose six days of time from this vital task. Therefore, it is recommended that ITED tests be administered in some other manner than in English classes.

3. The department appears confused about various budgets and procedures for ordering. Increase the department's budget for instructional supplies so as to provide for computer software, professional publications, video cassettes, etc. In addition, all members of the department should become familiar with ordering procedures for texts and other instructional supplies.

4. Many language arts classes are leveled in some manner. Leveling procedures require a close working relationship between the counseling staff and the Language Arts Department to ensure an understanding of language arts program and guidance services and the proper placement of students. The language arts staff is urged to take the initiative in starting a series of dialogues with the Guidance Department so that a closer working relationship may be developed.

Limitations and Recommendations

5. This evaluation team committee noted a small but vital program in drama and forensics. Currently, drama programs need a wider and larger audience. The department is urged to cooperate with the drama staff to provide greater publicity for dramatic productions, to provide incentives for students to attend, and to explore ways to attract adult members of the community to these productions. In the area of forensics, the currently successful debate program would be greatly enhanced by much greater student participation in individual events. This evaluation team committee urges this expansion.

6. The present curriculum does not reflect the emphasis of the state language arts guide on whole language instruction, nor does it reflect recent research that suggests that grammar and usage instruction is meaningful only when taught in the context of writing and speaking. This committee strongly recommends that the department re-examine its curriculum with a view toward providing whole language instruction and integrating grammar and usage into the speaking and writing strands.

7. The teaching methods observed seemed to suggest strong emphasis on teacher-directed learning. Recent research in language arts suggests that teaching methods featuring a high degree of student involvement such as small-group work, cooperative learning, journaling, sharing of student writing, publication of student writing, peer response, peer editing, cooperative student interpretation of literature, etc., meet with a much higher degree of success. It is recommended that the language arts staff share with one another innovative practices which are currently in place in the teaching of department members and actively seek inservice training in the others so that teaching styles in the department may evolve in this direction.

8. The storage areas in most language arts classrooms are inadequate in size, unsightly to the eye, and not secure. Therefore, it is recommended that the department work with administration to secure storage cabinets that are adequate in size, that blend harmoniously with the room, and that can be securely locked.

Limitations and Recommendations (cont'd.)

9. Department members do not presently feel that they are encouraged to attend conferences or professional meetings--a vital source of ideas for curriculum innovation and revision. This committee urges the department members to continue to apply to attend such conferences, to work with the administration to promote a more liberal policy on attending professional meetings, and to attend local meetings held in the evenings and on Saturdays, whether funded by the district or not. In addition, it is recommended that department members become active in local, state, and national professional organizations in the field of language arts so they may receive the stimulation these groups provide.

In making the above recommendations, this evaluation team committee realizes that it is suggesting changes that require much time, careful thought, and intense cooperation among department members. The major changes recommended are not easy, cosmetic quick-fixes. Rather, they suggest examining the art and fabric of teaching in the department, a process that can be painful but also intensely rewarding. The committee feels that it senses the necessary strength, dedication, and determination in the East High English Department to carry these recommendations through to a successful conclusion.

APPENDIX B

TEST RESULTS
ITBS READING/LANGUAGE ARTS 1985-90
(National Percentile)

GRADE 6

Subtest	1985-86	1986-87	1987-88	1988-89	1989-90
Vocabulary	65	59	68	57	64
Reading	54	64	58	55	55
Spelling	58	66	60	59	55
Capitalization	52	64	52	53	57
Punctuation	70	57	72	42	67
Usage	62	63	60	60	61
Total Language	60	62	60	52	59

GRADE 7

Subtest	1985-86	1986-87	1987-88	1988-89	1989-90
Vocabulary	56	67	65	59	69
Reading	43	65	61	60	64
Spelling	34	61	57	63	57
Capitalization	56	71	53	63	61
Punctuation	63	78	74	71	77
Usage	50	61	63	63	64
Total Language	51	69	62	65	66

ITED ENGLISH 1985-90

GRADE 10

Subtest	1985-86	1986-87	1987-88	1988-89	1989-90
Correctness of Expression	70	60	62	62	76
Literary Materials	69	62	66	67	67
Vocabulary	72	58	60	57	66
Sources of Information	79	76	70	74	76
Reading Total	66	58	52	56	59

STANDARDIZED TESTS
1985-90
COHORT GROUPING
(National Percentile)

	ITBS 1985-86 Grade 6	ITBS 1986-87 Grade 7	ITED 1989-90 Grade 10
Vocabulary	65	67	66
Reading	54	65	
Spelling	58	61	
Capitalization	52	71	
Punctuation	70	78	
Usage	62	61	
Total Language	60	69	
Correctness of Expression			76

	1986-87 Gr. 6	1987-88 Gr. 7	1987-88 Gr. 6	1988-89 Gr. 7
Vocabulary	59	65	68	59
Reading	64	61	58	60
Spelling	66	57	60	63
Capitalization	64	53	52	63
Punctuation	57	74	72	71
Usage	63	63	60	63
Total Language	62	62	60	65

	1988-89 Grade 6	1989-90 Grade 7
Vocabulary	57	69
Reading	55	64
Spelling	59	57
Capitalization	53	61
Punctuation	42	77
Usage	60	64
Total Language	52	66

OBJECTIVES-BASED TEST RESULTS

MIDDLE SCHOOL ENGLISH 1984-89
(Percent Correct)

GRADE 6

Strand	1984-85	1985-86	1986-87	1987-88	1988-89
Grammar	62	66	66	63	64
Mechanics	69	72	73	71	72
Composition	55	58	59	58	58
References	69	74	74	71	72
Mass Media	61	66	69	65	66
Literature	54	57	59	59	59
District Average	63	66	67	65	66

GRADE 7

Strand	1983-84	1984-85	1985-86	1986-87	1987-88
References	66	65	67	70	69
Mechanics	60	58	57	60	59
Parts of Speech	53	52	54	56	54
Sentences	59	57	58	61	59
Other	58	57	57	61	60
District Average	58	57	58	61	59

GRADE 8

Strand	1983-84	1984-85	1985-86	1986-87	1987-88
References	69	72	72	73	72
Grammar	68	70	71	70	70
Composition	65	68	67	66	67
Literature	60	63	63	65	64
Mass Media	64	67	65	65	65
Mechanics	71	71	73	70	70
District Average	67	69	70	69	69

HIGH SCHOOL ENGLISH RESULTS 1984-89
(Percent Correct)

GRADE 9

Strand	1984-85	1985-86	1986-87	1987-88	1988-89
Subject-Verb Agreement	65	79	76	82	79
Simple Subject	57	74	57	77	62
Simple Predicate	39	49	51	56	57
Topic Sentence	49	63	77	67	79
Supporting Sentence	53	70	72	71	76
Paragraph Unity	43	55	70	58	74
Story Elements	65	79	79	81	81
Character Development	45	59	57	63	62
Conflict	60	66	72	68	75
District Average	53	66	68	69	72

GRADE 10

Strand	1984-85	1985-86	1986-87	1987-88	1988-89
Sentence Fragments	77	80	82	82	81
Run-on Sentences	67	71	70	74	71
Commas	71	77	78	78	73
Semicolon	32	41	46	43	42
Sentence Combining	85	89	85	85	89
Clincher Sentence	50	48	51	48	56
Spatial Order	57	64	65	63	67
Chronological Order	49	61	60	59	57
District Average	62	67	67	67	67

DES MOINES PUBLIC SCHOOLS
Checkpoint Composition Grade 8
November
District Averages

	Total Possible	Category	District Average By Percent	Category	Strands	District Averages By Percent
	November 1988			November 1989		
Holistic	10	5.2	52	4.9		49
Paragraph Development	32	22.6	71	20.6		64
Reasoning					4.5	
Specific Details					4.9	
Related Ideas					6.3	
Order					4.9	
Organization	16	8.8	55	8.3		52
Beginning Middle, End					3.7	
Paragraphing					4.7	
Sentence Structure	8	4.3	54	4.1		51
Language Choice	24	14.1	59	13.1		55
Expression					4.0	
Vocabulary					4.3	
Word Usage					4.8	
Mechanics	24	16.7	70	16.5		69
Spelling					5.0	
Capitalization					6.6	
Punctuation					4.9	
Usage	24	21.4	89	21.5		90
Subject/Verb Agreement					7.1	
Pronoun Agreement					7.2	
Verb Tense					7.1	
Composite	138	92.9	67	89.0		64

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DES MOINES PUBLIC SCHOOLS
Checkpoint Composition
Grade 11
November

Holistic Possible: 10.0 Composite Possible: 138

	STUDENTS				HOLISTIC				COMPOSITE			
	1987	1988	1989		1987	1988	1989		1987	1988	1989	
Topic - Family	262	303			5.8	5.7			97.3	95.9		
Topic - Problems	1120	1134	1102	5.4	5.2	5.4		95.0	90.5	93.3		
Topic - Graduation Skills	187	179			6.1	6.1			101.8	98.2		
Topic - Incident			150				5.6				95.5	
Topic - Advancement			188				6.0				98.6	
District Average					5.6	5.4	5.5		96.2	92.3	94.2	

February, 1990